Using NACADA Pillar Documents as a Foundation for Student Learning Outcomes and Program Assessment for Academic Advising

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Overview of Session

• Introduction
• Pillar documents overview
• Brief overview of assessment definitions, purposes of assessment, reasons to assess
• Student learning outcomes defined
• Student learning outcomes and Bloom’s Taxonomy
• Developing student learning outcomes using Pillar Documents
• Mapping developed student learning outcomes to Pillar Document concepts
Higher education literature increasingly points to the importance of effective academic advising in student persistence to graduation. Intensified focus on advising makes it imperative that we assess our academic advising programs.

NACADA recommends utilizing three documents in developing student learning outcomes (SLOs) for the assessment of an advising program

- NACADA’s Concept of Academic Advising
- The NACADA Core Values of Academic Advising
- The Council for the Advancement of Standards (CAS) Standards for Academic Advising Programs
Three Pillars of Academic Advising

• Concept of Academic Advising
• Core Values of Academic Advising
• Council for the Advancement of Standards (CAS) Standards of Academic Advising
NACADA Concept Statement

• Multi-dimensional and intentional
• Grounded in teaching and learning
• Includes specific purpose and content
• Affirms that academic advising is a form of teaching with
  – A curriculum (how we define advising on our campuses)
  – A pedagogy (approaches advisors use to help students reach an outcome)
  – A set of student learning outcomes (how we know students learn from our actions) including sample student learning outcomes.
• Affirms that academic advising is an integral part of higher education
• Provides the vehicle through which the Values and CAS Standards can be enacted
NACADA Core Values

- Framework to guide professional practice and reminds advisors of their responsibilities
  - Introduction
  - Declaration
  - Exposition
Core Value 1, Exposition:
Advisors are responsible to the individuals they advise.

Advisors teach students to: (examples from first two bullet points)

- value the learning process
- put the college experience into perspective
- set priorities and evaluate events
- make informed and responsible decisions
- develop lifelong learning and self-management skills
The Council for the Advancement of Standards (CAS)
Standards for Academic Advising Programs

CAS Mission: CAS, a consortium of professional associations in higher education, promotes the use of its professional standards for the development, assessment, and improvement of quality student learning, programs, and services (CAS, 2015).
12 Parts of each set of CAS Standards

1. Mission
2. Program (including Student Learning Outcomes)
3. Organization & Leadership
4. Human Resources
5. Ethics
6. Law, Policy, and Governance
7. Diversity, Equity, and Access
8. Institutional & External Relations
9. Financial Resources
10. Technology
11. Facilities & Equipment
12. Assessment & Evaluation
The mission of Academic Advising Programs (AAP) is to assist students as they define, plan, and achieve their educational goals. The AAP must advocate for student success and persistence.
To achieve their mission, Academic Advising Programs (AAP) must contribute to ... (Part 2)

- student learning and development
- Identification of relevant and desirable student learning and development outcomes
- Articulations of how the outcomes align with the six CAS student learning and development domains and related dimensions
Academic Advising Programs Must Be…

- Intentionally designed
- Guided by theories of knowledge of learning and development
- Integrated into the life of the institution
- Reflective of developmental and demographic profiles of the student population
- Responsive to the needs of individuals, populations with distinct needs, and constituencies
- Delivered using multiple formats, strategies, and contexts (as appropriate to meet the goals of the program)
A brief overview of assessment of academic advising...
“Assessment is a process that focuses on student learning, a process that involves reviewing and reflecting on practice as academics have always done, but in a more planned and careful way”

(Ewell, 2000)
“Assessment is the means used to measure the outcomes of education and the achievement of students with regard to important competencies”

(Pellegrino, Chudowsky, and Glaser, 2001)
“In a way, good assessment is teaching to the test. Assessment is part of a process that identifies what we want students to learn, provides them with good opportunities to learn those things, and then assesses whether they have learned those things.”

Suskie (2009)
“Assessment is the process of gathering and discussing information from multiple and diverse sources in order to develop a deep understanding of what students know, understand, and can do with their knowledge as a result of their educational experiences; the process culminates when assessment results are used to improve subsequent learning. “

Huba and Freed (2000)
“Assessment is the process through which we *gather evidence* about the claims we are making with regard to *student learning* and the process/delivery of academic advising in order to *inform and support enhancement and improvement*”

Campbell (2008)
Assessment Has Multiple Purposes

- Program effectiveness
- Program improvement
- Program accountability
- Enhancing student
  - success
  - persistence
  - retention
- Activities aimed at student success, program improvement and accountability are all important
Assessment is...

- An on-going cycle of activity
- A gathering of a variety of information and data – evidence driven based on multiple measures
- Focused on measuring outcomes
- A constant, complex process of comparison and reasoning from evidence
- Always, to some degree, imprecise
“…a lack of assessment data can sometimes lead to policies and practices based on intuition, prejudice, preconceived notions, or personal proclivities – none of them desirable bases for making decisions”

Upcraft and Schuh (2002. p. 20)
The Assessment Cycle

Peggy Maki, Assessing for Learning

Gather Evidence → Interpret Evidence

Vision, Mission, Goals, Objectives

Identify Outcomes ⇔ Implement Change
Focus on the Students

• What is the effect of our work on students?

• How are they different as a result of interacting with our programs and services?

• How do we know?

• How do we demonstrate their learning?

• What and how do we measure?
Defining Student Learning Outcomes (SLOs)

As a result of academic advising, what do we want students to learn?

Cognitive SLOs
What do we want students to **KNOW** as a result of participating in advising?

Behavioral SLOs
What do we want students to **DO** as a result of participating in advising?

Affective SLOs
What do we want students to **VALUE** or **APPRECIATE** as a result of participating in advising?
SLOs and Bloom’s Taxonomy
## Bloom’s Taxonomy

<table>
<thead>
<tr>
<th>Level</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge</td>
<td>Arrange, define, describe, examine, identify, collect, tabulate</td>
</tr>
<tr>
<td>Comprehension</td>
<td>Classify, describe, discuss, explain, interpret, predict, differentiate, translate</td>
</tr>
<tr>
<td>Application</td>
<td>Apply, demonstrate, chose, dramatize, interpret, operate, experiment, solve, calculate, use</td>
</tr>
<tr>
<td>Analysis</td>
<td>Analyze, appraise, categorize, compare, distinguish, criticize</td>
</tr>
<tr>
<td>Synthesis</td>
<td>Assemble, compose, construct, create formulate, prepare, organize, integrate, generalize</td>
</tr>
<tr>
<td>Evaluation</td>
<td>Appraise, argue, assess, judge, predict, evaluate, convince, recommend, conclude, summarize</td>
</tr>
</tbody>
</table>

Bloom, B. S. (1956)
Developing SLOs
Tips on Developing SLOs

- avoid compound SLOs, e.g., “students understand and value the purpose of a liberal arts education,” “students understand and utilize their degree progress reports”

- as you are developing each SLO, think about where and when the opportunities for student learning may occur for that desired SLO

- as you are developing each SLO, think about how you might measure whether or not the SLO has been achieved
Student Learning is Developmental

- The offering of opportunities for students to learn the desired SLOs will vary by SLO.
- The time by which your students need to demonstrate achievement of a specific SLO will vary by SLO.
- Not all SLOs are achieved at same time.
Let’s Practice
Using the NACADA Concept of Advising Statement in the Development of SLOs...

Identify one thing you would like your students to learn, value, or do because of academic advising.
Using the Exposition of NACADA Core Value 1…

Develop and share a Student Learning Outcome draft for the area you identified using the NACADA Concept of Academic Advising
As a result of academic advising, students will:

- value the learning process
- put the college experience into perspective
- apply decision-making strategies
- set priorities and evaluate events
- make informed and responsible choices
Using the CAS Standards for Academic Advising to Develop and Refine SLOs
**CAS Domains**

- Knowledge acquisition, construction, integration, and application
- Practical competence
- Cognitive complexity
- Interpersonal development

**CAS Dimensions**

- Understanding knowledge from a range of disciplines
- Connecting knowledge to other knowledge ideas and experiences
- Communicating effectively
- Critical and reflective thinking, and effective reasoning
- Realistic self-appraisal, self-understanding, self-respect and identity development
<table>
<thead>
<tr>
<th>Student Outcome Domain</th>
<th>Dimensions of Outcome Domains</th>
<th>Examples of Learning and Development Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge acquisition, construction, integration, and application</td>
<td>Understanding knowledge from a range of disciplines Possesses knowledge of [a specific] one or more subjects</td>
<td>Connecting knowledge to other knowledge, ideas, and experiences Knows how to access diverse sources of information such as the internet, text observations, and data bases</td>
</tr>
<tr>
<td>Cognitive complexity</td>
<td>Critical Thinking Identifies important problems, questions, and issues</td>
<td>Reflective thinking Applies previously understood information, concepts, and experiences to a new situation or setting</td>
</tr>
<tr>
<td>Intrapersonal development</td>
<td>Realistic self-appraisal, self-understanding, and self-respect Assesses, articulates, and acknowledges personal skills, abilities, and growth areas</td>
<td>Identity development Integrates multiple aspects of identity into a coherent whole</td>
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<td>Interpersonal competence</td>
<td>Meaningful relationships Establishes healthy, mutually beneficial relationships with others</td>
<td>Interdependence Seeks help from others when needed and offers assistance to others</td>
</tr>
<tr>
<td>Humanitarianism and civic engagement</td>
<td>Understanding and appreciation of cultural and human differences Understands one’s own identity and culture</td>
<td>Global perspective Understands and analyzes the interconnectedness of societies worldwide</td>
</tr>
<tr>
<td>Practical competence</td>
<td>Pursuing goals Sets and pursues individual goals</td>
<td>Communicating effectively Conveys meaning in a way that other understand by writing and speaking coherently and effectively</td>
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</table>
Compare your SLO draft to the CAS Domains and Dimensions.

Which CAS Domain encompasses your SLO?
Which CAS Dimension is covered by your SLO?
You may also develop SLOs based on your programmatic mission and goals, and map those back to the concepts included in the NACADA Core Values and/or the CAS Standards for Academic Advising.
Identify one way you will use the information gained in this session when you return to campus?

Please complete the session evaluation!